

DEPARTMENT OF MINES AND RESOURCES

The Honourable Colin W.G. Gibson, K.C., M.C., V.D.,
Minister.

INDIAN SCHOOL BULLETIN.

Issued by the Education Division

INDIAN AFFAIRS BRANCH

No. 2 Vol. 4. Items 8 - 14.

1 November, 1949.

next issue 1 January, 1950.

" It should be remembered that education is not restricted to the work of the classroom. The community is a force in the education of children, as well as the home, the church and the school. The learning experiences acquired by a child in the streets while seeking for his inherent right for a place in which to play before or after school hours, and during vacation, may influence his character negatively or positively as much or more than the other institutions on which he is dependent. "

- Report on "Directed Self-Survey
of the Winnipeg Schools".

Note

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Superintendents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

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indicates article of special interest to Indian Affairs Branch officials.

You will find an innovation in this issue of the Bulletin in that we have prepared a special requisition order pad which we hope will speed up the delivery of requisitions. The details are provided in article No. 9. This special requisition pad is being forwarded only with copies of the Bulletin being sent to our field officials, principals and teachers.

PART I: SCHOOL ADMINISTRATION.

8 SUPERANNUATION FOR TEACHERS OF INDIAN DAY SCHOOLS.

In the June 1947 issue of the Bulletin we published the details of procedure for the applications of Indian Day School Teachers who wish to become permanent Civil Servants for the purposes of the Civil Service Superannuation Act.

In this article the following regulations clearly defined the requirements for teachers who wish to make application for Superannuation. They are as follows:

- (a) Teachers who are in possession of permanent teaching certificates as granted by Provincial Departments of Education.
- (b) Teachers who have been employed for a period of at least two years as Indian Day School Teachers and upon whose work satisfactory School Inspectors' and Indian Superintendents' reports have been submitted.
- (c) Teachers who otherwise qualify within the regulations laid down in the Civil Service Superannuation Act.
- (d) Teachers of day schools in operation for a full academic year of ten months.

Note: Married women to be eligible must provide proof of the fact that they are, of necessity, self-supporting.

It is requested that all teachers who fall into the above classification and who wish to be made eligible for superannuation under the Civil Service Superannuation Act complete the form attached hereto as Appendix A and forward it to their local Indian Superintendent.

If further information is required, please do not hesitate to write for the office copies of the Civil Service Superannuation Act which we have available and also two bulletins dealing with credit for pensionable time in provincial schools and other pensionable employment and with credit for time in the Armed Forces.

Occasionally one reads an article that expresses so very clearly the thoughts which one has on a certain subject and which even helps to clarify the situation for oneself. Such were our reactions when we read a recent article in the Civil Service News entitled "When you become permanent" and written by Mr. J. M. Arbic, Chairman of the C S A O Superannuation Committee.

Thanks to the kind permission granted by the editor of the Civil Service News and by Mr. Arbic, we are reproducing here this article, in the hope that it will help those of our teachers who have recently been made permanent or those who are interested in making application for permanency.

WHEN YOU BECOME PERMANENT.

So you have just been made permanent!

Until now 4 per cent of your salary, if you were paying unemployment insurance contributions, or 5 per cent if you were not, has been placed in the Retirement Fund where it has been accumulating to your credit.

What is to become of this amount of money?

You have two alternatives: (1) you may "cash in" the whole of it plus interest at the rate of 4 per cent per annum; or (2) you may transfer it to your credit in the Superannuation Fund.

Before making a decision as to which of these two alternatives you should take, it might be well to consider which of these would be of more benefit to you. True, it is nice to have a certain amount of cash in hand but consider how valuable that cash could be to you if you decide to consider your period of temporary employment for superannuation purposes.

In order to get full benefit of superannuation, you must contribute to the Superannuation Fund for 35 years. If, when you retire, you have contributed to the Fund for a shorter period, your pension will be correspondingly reduced.

Let us suppose you are 33 years old, and that you were a temporary civil servant for 8 years. You are now made permanent.

Suppose you do not transfer your Retirement Fund credit to the Superannuation Fund. If you retire at the normal age of 65, you will have contributed for only 32 years, and you will not receive a full pension.

On the other hand, if you do transfer this sum, your 35 years' contributions will be completed when you reach the age 60. You can then retire, if you wish, on full pension. Or, if you stay on in the service until you are 65, you will not have to make any further contributions during the extra years, after you have completed your 35 years' payments.

Should you decide to use your Retirement Fund contributions as a cash payment to your credit in the Superannuation Fund you will also have to pay the difference between 4 or 5 per cent already deducted from the Retirement Fund and the new percentage which is deducted in the case of permanent employees for superannuation purposes.

This Superannuation Fund deduction is 5 per cent in the case of female civil servants and in the case of males it varies according to salary; \$1,200 or less, 5 per cent; \$1,200 but not over \$1,500, $5\frac{1}{2}$ per cent; and over \$1,500, 6 per cent. However, if you can pay up for back temporary service, you will usually find that in the long run you will receive benefit far in advance of the cash which you may receive at the moment.

It is well to consider also that when you pay up this back money into the Superannuation Fund, the Government, your employer, contributes an equal amount which is all to your credit. It might be well to point out here, too, that any difference -- that is the difference mentioned above between the 4 or 5 per cent already deducted from your salary and the new percentage of 5, $5\frac{1}{2}$ or 6 per cent, may be repaid in small monthly instalments over a number of years.

An important feature that may mean cash in your pocket is this: contributions to the Superannuation Fund are not taxable. Thus, if you transfer your Retirement Fund credit (on which you have already paid income tax) to the Superannuation Fund, you will have a tax rebate coming to you.

In other words, you have paid income tax on your Retirement Fund while you were a temporary employee and you may now deduct this as a lump sum from your total taxable salary for the year in which you were granted permanency. In order to do so, you must have proof that you have turned this money over to the Superannuation Branch of the Department of Finance and a special form F.A. 107 is provided for that purpose.

A special word here to veterans with regard to the privileges they enjoy in respect to superannuation. Veterans of both wars may count their war service for superannuation purposes. If an employee enlisted while employed in the Civil Service and resumed his employment in the Civil Service on demobilization, he may count his service in the Armed Forces for superannuation purposes and pay the usual 5, $5\frac{1}{2}$ or 6 per cent of his salary as it was when he left the Government to join the Armed Forces. If, however, he was not employed in the Civil Service prior to enlistment but has joined the Service subsequent to demobilization, he may count his war service for superannuation purposes but he must pay both his own contribution and the contribution normally made by the employer, that is a total of 10% 11% or 12% of his salary as it was when he joined the Civil Service.

To those who have joined the Civil Service from employment that was pensionable, for instance teachers, that service may also be counted for superannuation. A double contribution (employer and employee) is required in this case also. This privilege is only available to you during the year following your permanent appointment; so that if you believe you are eligible you should not delay making the necessary inquiries.

9 SCHOOL SUPPLY REQUISITIONS

We wish to thank all our school teachers and field officials for their co-operation in forwarding requisitions at the proper times as outlined in previous issues of the Bulletin. True, there were those who did not forward requisitions in time and so delays were inevitable in the receipt of necessary items.

There has been a great improvement in the forwarding of books by the Department of Public Printing and Stationery. The re-organization which has taken place within this Department has resulted in much faster arrival of books and stationery at even our isolated schools.

However, we are not content to let the present system remain exactly as it is, feeling that still greater improvements can be made. Therefore, at the suggestion of some of our teachers and officials, we are including in this issue of the Bulletin a supplement containing the requisition forms to be used in obtaining books and supplies from the Department.

This pad contains three separate types of requisition forms as follows:

- (a) Standard School Supplies - Stationery
- (b) Standard Text Books
- (c) Special Text books required by different Provincial Courses of Study.

The reason for breaking down requisitions into these three sections is that we are confident in this way, we can assure faster delivery of supplies.

Naturally, our books and supplies do not come from the same sources. The Department of Public Printing and Stationery now has a Stationery Section and a Book Section. Therefore the stationery items should be on a requisition going to the section dealing with such supplies; and the text books and library books in stock are handled by the book section, which requires a separate requisition.

Finally, we have of course the text books which are required by varying provincial curricula. These texts are usually in Arithmetic, Science and Social Studies and naturally vary with the provinces. It would be simply impossible to stock all such items and therefore they are ordered either from the Provincial Text Book Bureau or from the publisher concerned. Requisitions for this type of text must therefore be handled through purchases from outside sources and we can assure teachers that the new system will help in getting these special texts to you earlier than at present.

However, this last type of text will still take longer to arrive at your school than standard stationery and text book items. It is impossible for the Department to have all the varying items in your requisition arrive at your school at the same time, due to varying sources of supply.

PART II: TEACHING METHODS

10. WRITING FOR PLEASURE

(Based on an article appearing in "Education for Action")

The Indian school child lives most of his life in an English speaking world, even though at home he may speak his native language. At school he seldom chatters. Perhaps the English syllables sound harsh to him. Perhaps he is afraid of mispronouncing the unfamiliar words. Whatever the reason, it has been found that the bilingual child seldom speaks spontaneously in school. When he is at home he slips delightedly into his native tongue and thereby satisfies his need for expression, but at school, English is the accustomed speech and his need for expression remains unsatisfied.

The thing then is to get him to talk English. Singing games, nursery rhymes, memory jingles condition him to the sound of his own voice saying the strange English words. However, these are not thought expressions. Giving him something to talk about, giving him the needed vocabulary, the desire and the need for speech are the next steps. Teaching him to read, to recognize the written word as merely the permanent recordings of the spoken word, follows this grounding.

Then comes the day when Indian thought struggles with the need for English expression. The child has his own story that he wants to tell. This is one of the most important days in the child's life. It is the wise teacher who treads softly here, who is quick to grasp and to begin to build. Now is the time to foster the desire for writing.

Writing is an outlet for thought and for emotion. The ability to write fluently frees the inhibited, encourages the timid, eases the taut and gives a delightful sense of well-being to the average person. The very fact that the Indian school child is torn between two ways of speaking, two modes of living, two economic goals and two sets of racial values tends to make him inhibited, timid and ill at ease.

Writing is the answer. A child's scribbled scrap of paper taken to the teacher's desk, frees on silver wings the magic of his thoughts.

No child sits down and writes--just like that. No miracle takes place. It is as difficult for the Indian child to acquire the ability to make written words with pencil and chalk as it was for him to make spoken words with lips and tongue. If the teacher is not skilled, this muscular difficulty in writing will dam up for all time the flow of expression. The child should be taught writing as a muscular skill. Until it becomes easy to write he should not be forced to think of things to write about. It is enough that he think of the shape and the size and the looks of the written words.

But long before the child becomes skilled in writing, he can know how delightful and how necessary it is for Teacher to put his words on paper for him.

1. Let us consider two teachers approaching this problem. In the paragraphs following we will describe their methods of approach which are entirely different. However the results should be very much alike. The teacher of the first group has a primary class of seven and eight year olds. They write painfully and slowly, but they "can draw fast". So they draw bright colored pictures of school busses and flowers and houses and crosses and strange looking birds. Teacher prints their stories for them under their crayon drawn pictures. Small groups of three and four children follow her around, whispering shyly such bits as

The lady is washing
There is a pan of water there
so she will not waste her time,

The airplanes fly
and boats are on the water.

This girl is peeping out her window
It is raining there

The bus is going right here
and while it rains
the moon is sleeping.

Everyone in this room tells stories to illustrate his picture drawing. There is no copying and few duplications. The children seem to like the sounds of their stories in the same manner in which they enjoy the colors of their pictures.

No one seems much interested in his neighbour's efforts. Nyla patiently waits for Donald to finish so she can have her story written. The mothers are as excited over the results as the children. They have asked the teacher if they may take the picture-stories home.

2. The other Indian school teacher had an older group of children ranging from ten to fourteen years. They became interested in creative writing through one sentence diaries. Before the year was over, they were writing such things as

It is beautiful in the morning
to see the desert sun
rise from behind the mountains.

It comes to waken
the friendly neighbours
in the village
so they may get up
and do their work.

When I peeped through my window
I saw the raindrops.

When I looked up,
I saw the grey clouds.

It made me happy
because I like to play
in the rain.

We live by a beautiful river.
It is wide and has trees on its sides.
We see boats in the middle of the river,
but it is more fun to be on the sides
so we can make sand houses.

The children of this room collected some of their best loved efforts into a thin book. For some reason, they chose "As Days and Nights Pass By" for the title of their book. They illustrated it and it was mimeographed and bound. When the book was finished, one small girl said, "We did not know it would look pretty, too".

The secret of creative writing with children is simple. It is two-fold. The first is to let the child pick his own subject. If the teacher tells him what to write about, she may as well tell him what to write. One small boy who was told to write about sunshine wrote

The sunshine is shining
but it's outdoors.

The second secret of success is to take the good, praise it, save it and ignore the bad. Most teachers do the opposite. They correct the bad parts, have the children correct them and change them and work them over and recopy them until not a vestige of the original spark is left,

When a child writes

The sunflower stretching reach to its flowers

it is difficult to get the exact meaning without suggestion. If the child is young and the play habit has been established, the teacher may be able to interpret the child's meaning through his pantomime. For example such leads as, "Play that you are the sunflower. Now show me what it is doing," may be used. Be careful of your wording. Even the word tall, if used in "Play that you are a tall sunflower." may be suggestion on your part because the child's picture may not be a tall sunflower.

After the child has acted out his word picture so that you are certain of his meaning, some attention may be given to English wording, although if the work is of the moment and not to be recorded, it could be left as it is. If the correction is given, a good way is to make it on the typewriter with the child looking on. Read as you type.

The sunflower is stretching

then the question "why is it stretching?" may be asked and the answer in this case

was "reaching to its flowers, I think." The typed lines are

The sunflower is stretching
reaching to its flowers, I think.

No comment at this time is necessary for capitalization, indentation or punctuation. These should be first presented with the same casualness as the correct spelling of the words used.

Perhaps in a whole page of incorrect, badly jumbled writing there is one small line of beauty. Pounce upon it. Lift it bodily from the scribbled page. Read it aloud. Type it to show the child how nice it looks. Pin it on the wall. It is beautiful and therefore valuable. Treat it accordingly.

When the time is right for the next step, say something like this. "This is good, but it is not enough. What happened then?" Teach the child to evaluate his own work. It is easy to get to know when a thing is finished. Teach him to make word pictures long, long before he knows it is necessary to have complete sentences, as for example in

Thelma is my sister Aaren is my
brother my grandmother likes
to cook for me my dog is black.

The child was asked to tell the "best part" when it was read to him. The child said he liked best "my grandmother likes to cook for me." This was good, because it had value for its writer. The page containing it was put on the wall with a wide red line encircling the good part. It was read and favourably commented upon. The next day during a free period the teacher told the child to bring it to her so she could type it for him. She typed directly from the written page

My grandmother likes to cook for me.

She read it aloud, said "I like it. It is a good sentence, but it is not enough. What else have you to say. It needs something else to finish it." The result was

I know because she smiles when she cooks

The next step was the teaching of form. "Do you want it read this way--or this way? Do you want it written in one long line this way or do you want to break it as we say it--this way." The result was this, as chosen by the child.

My grandmother	I know because
likes to cook	she smiles
for me.	when she cooks.

The teacher's choice would have been

I know
because she smiles

but the child's preference was more important than exact form.

Much valuable and delightful time can be spent in teaching pattern. "If you have three lines in the first part, do you want the second part to have three lines or do you want two or four." The teacher types the lines in various ways to demonstrate balance for pattern. She reads as she types, putting emphasis on the line breakage to demonstrate rhythm for meaning. If after a few such demonstrations the child is unable to make his own pattern, it means he is not ready for creative work.

The simple way to teach rhythm is by finger tapping. "Let's play tapping instead of talking. I see a man walking, tap it for me. I see a man riding, tap it. Now tell me with words." Illustrate rhythms with words and tapping as

I see a man walking
slow with big steps

I see a man riding
riding, riding

I see a man riding
on a white horse

However, here a word of warning must be given. Do not force upon the Indian child our nursery jingle rhyming. It is senseless for an Indian to write

We use water
We use soap
They will make us clean
We hope.

Everything about such writing is unnatural, stilted and ugly.

Read literal translations of Indian songs of the tribes with whom you are working. If these songs have not been collected, have old men come to the school and translate them with the children. Listen to the tribal music. Become a close observer of the tribal rhythmic dance steps. Be careful, careful not to let your influence be a jarring note, a discord in the natural Indian harmony.

It may be that you can not get children to write. It may be that no seventeen year old boy ever will write for you

"High from a windy hill
I see the swaying trees.
High, where I stood still
on that windy day."

It is very probable that only a few have the magic key that unlocks the magic door leading to the storeroom where Indian children keep their thoughts. If you try and you can't and you try again and they won't, give up creative writing.

There is plenty of writing to be done, good strong writing with its feet on the ground and its verbs in its pocket. Stick to that. Teach children to write short, snappy sentences and end when they are done.

But do not call this Writing for Pleasure. Call it Writing for Business and do not sign Johnnie's name to it if all that he has done is copy your corrections.

11. HOW EFFECTIVE IS YOUR TEACHING?

VISUAL EDUCATION:

For some months now we have been publishing details of firms to which teachers can write for free bulletins, posters, etc. You can therefore understand how disappointing it is when our inspectors report on classrooms the walls of which are as bare and bleak as one could possibly imagine.

There is available today a vast amount of free educational material which can do a great deal to broaden the horizon of Indian children living on isolated reserves. It is not necessary to have expensive film projectors to give visual education. This term means education through the eyes and any illustrative pamphlets and posters do just that. In fact a poster exhibited on a classroom wall for a week will leave a lasting impression and will do a great deal more than many thousands of words on the part of the teacher.

There is so much free material available that teachers can arrange for the last period on Friday afternoons each week to be devoted to taking down posters and pictures and putting up new ones. The children will really enjoy this and will look forward on Monday morning to the "New Look" in their classroom. Therefore, we again urge upon all our teachers to go back over the past issues of the Bulletin and to sit down with penny postcards and write to all the various firms which provide such material. Some of it of course is not as educative as it is free public relations material but nevertheless it does provide a wonderful supplement to the textbooks and the spoken word of the teacher.

Therefore, in spite of disappointment at not finding more of this material in use in our classrooms, we again offer a series of new addresses for use by those teachers who are genuinely interested in promoting the broader aspects of education:

ADDRESS:

MATERIAL:

1. National Cotton Council,
Box 76, Memphis, Tennessee.
2. A. Hupfer,
Public Relations Department
B. F. Goodrich Company,
Akron, Ohio.
3. Educational Director,
Cereal Institute,
135 South LaSalle Street
Chicago, Ill. (3)

- Booklet entitled "Smart Sewing with Cotton Bags"
- Free copies "The Wonder book of Rubber" for each member of the class,
One teacher's manual for above.
- (a) Graded Breakfast unit for grades 1, 2 and 3.
 - (b) Graded breakfast unit for grades 4, 5 and 6.

- | | |
|---|---|
| <p>4. Department G.T., 10-49
American Viscose Corporation
Box 864, G.P.O.,
New York 1, N.Y.</p> | <p>(a) Free teaching kit on Rayon
for grades 1 to 3</p> <p>(b) Free teaching kit on Rayon
for grades 4 to 8</p> |
| <p>5. Education Department,
Procter & Gamble,
Box 599, Cincinnati 1, Ohio.</p> | <p>Ivory Inspection Patrol with wall
chart and individual patrol sheets
(give number of students)</p> |
| <p>6. Evaporated Milk Association
307 Nor. Michigan Avenue,
Chicago 1, Ill.</p> | <p>"Milk for Health and Growth"
A teacher's manual containing
12 nutrition lessons for
grades 1 to 5.</p> |
| <p>7. Department A. B.
Swift & Company
Chicago 9, Ill.</p> | <p>16-page booklet for each child
"March to Market",
and one teacher's manual.</p> |

PHONIC GAMES

Try to get at least 10 minutes per day for the teaching of Phonics. This will provide the children a means of self-help and will be of great value in silent reading work. Do not confine the teaching of Phonics to the primary grades but continue to stress it in the upper grades, especially for the slow readers or those who have lacked good foundation work. Place some new words on a certain place upon the blackboard each day. Ask the children to look up pronunciations and meanings when they have the spare time.

One good game is an old one which helps to make the study of words interesting. Put the name of a noted city or the name of a province or famous person in history on the blackboard. Then have the pupils see how many small words they can make by using only the letters in that word or words.

Another phonic game is called "Thumbs up". The children sit with their eyes closed, keeping their thumbs up until the teacher says a word which does not contain a given sound on which the group is being drilled. For example, if the drill is on the short A sound, the class should be instructed to keep their thumbs up until the teacher names a word that does not contain that sound. If a child has his thumb down when it should be up or if he has it up when it should be down, the teacher can help him see the error of his answer.

The teacher might name words like: bad, man, cattle, and rather, for Thumbs Up, and words like: bed, same, but, and bottle, for Thumbs Down.

A third Phonics game is helpful when teachers wish to have children recognize consonants both by sound and by appearance. The teacher puts on the blackboard some consonant such as, B, F, H, writing each one several times, like this:

B B B B B B F F F F F F F F

H H H H H H

As the teacher pronounces a word beginning with one of these sounds, a child at the blackboard crosses out the letter with which the word begins. If the pupil crosses out the wrong letter he should be shown why it is incorrect.

A variation of the above game is one in which there are put on the board words beginning with one of the several consonants studied such as

Box Barn Bad Bed

 FAN FUR FUN FAT

 Hen Him Here Hand

As the teacher gives one of the consonant sounds, in this case B, F, or H, the child points to a word beginning with that sound. He may also be asked to give the name of the word. The letters of the alphabet, with an illustration of the object beginning with the letters, were sent home after having been coloured, cut out and pasted on a large sheet of drawing paper. On the same page, pictures with identical initial sounds, cut from old magazines at home, were pasted and brought back to school the following day. These sheets of drawing paper are placed in a large envelope and when the whole alphabet is covered, a big A B C book can be made by each pupil. This device will do a great deal towards making your pupils more sound conscious.

BULLETIN BOARD

Every Indian classroom should have a bulletin board, on which samples of pupils' work can be exhibited. Posters can be placed, janitors' and monitors' names listed, etc. Take the following steps to acquire such a bulletin board:

- (a) Have your Indian Superintendent buy a piece of Ten-test, size 4 ft. by 8 ft. at a cost of approximately \$1.75.
- (b) Have this mounted in a suitable place in your classroom. If necessary, have it cut to provide two or three bulletin boards.
- (c) Have the bulletin board painted a solid colour such as dark blue or dark green. This will provide a rich and colourful background for posters, pictures and charts.
- (d) See that the material on your bulletin board is changed frequently so that children will be attracted to it and its contents.

A SUGGESTION CONCERNING THE BOY WHO IS A BULLY

(submitted by one of our veteran teachers)

Some years ago, in one of my Manitoba schools, I had a young bully, a lad of about ten years. Reasoning, scolding, pleading, and punishment were of no avail. But one Christmas, I noticed that Easter came early the following year. After the Christmas vacations, I called the boy to me, and offered him a dollar bill, if he refrained from hurting any little boy until Easter. But I should deduct five cents each time he made a child cry. On Holy Thursday he received the dollar bill. For his remaining five years in school, there was not a kinder boy until his death at the early age of twenty years. Just trying for the dollar over a period of three months broke the mean habit, when all else failed.

A TIDY CLASSROOM

To overcome the expensive loss of erasers I have them tied to one end of a short string, and to the other end a little stick. A rubber falling to the floor makes no sound, but the little stick does, and it is easier to see. Every pupil, having his own pencil box, puts his eraser in it with the stick hanging out. Monitors refuse to take up boxes not showing a stick.

On reserves where the parents were too poor to buy pencil boxes, I gave them for Christmas presents.

12

MISCELLANEOUS NEWS OF OUR INDIAN SCHOOLS

SCHOOL NEWSPAPERS

The number of newspapers published by residential schools, hospital schools and day schools continues to grow.

- (1) K A B E Y U N (The West Wind) published by the teachers at the Nanaimo Indian Hospital, Nanaimo, B. C.
- (2) STURGEON LANDING NEWS, published by the Guy Indian Residential School, Sturgeon Landing, Saskatchewan.
- (3) NEWS OF THE MONTH, published by the Qu'Appelle Residential School, LeBret, Saskatchewan.

Teachers of schools publishing magazines should write to the editors of the above three papers in order to establish an exchange basis.

FIELD DAYS and CHRISTMAS CONCERTS

It is pleasing to note the ever increasing number of public events being held in our Indian day and residential schools. Indian parents and others living near the schools can best be acquainted with the work of the classroom and the playground by visual demonstrations on the part of Indian pupils.

Never miss an opportunity of presenting a concert, display or similar demonstration to bring home to parents the work that is being done in the school. This is particularly important in day schools having an attendance problem.

Not that it should be confined to such schools. For example, we have just had a report concerning the annual field day of the Indian Day Schools in the St. Regis Agency. As our readers are aware, these schools have an excellent attendance record. Mr. Indian Superintendent Bonnah and his teachers never miss an opportunity to present to parents the visual results of work done in their schools. Each year they present several varied and attractive programmes for Indian parents.

PEN FRIENDS

The following letter will be of interest to schools having pupils in grade 7 and upwards and we hope that replies will be sent:

"The Volunteer Inn,
12, Eastgate Street,
Lewes, Sussex, England.

"Dear Sir, or Madam:

"We are writing to you in the hope that you will be able to help us. You see, we are very interested in the British-Canadian Indian races, such as the OJIBWA, BLACKFOOT (Siksika) BLOOD, FRIGAN, and the many other tribes we have read about, and would like to correspond with any Indians at all. We must apologise for using your office as a 'pen-friend bureau' but we are at a complete loss as to how to obtain Indian friends.

"One of our most treasured possessions is our small library of Indian Crafts and Lore books, and the admirable works of Ernest Thompson Seton who has perhaps, given us the greatest insight into the lives and teachings of the Indian. We would answer any letters immediately.

"We are both twenty years of age and have an Arts and Crafts studio, greatly influenced, as you may imagine, by Indian design, and we are very fond of outdoor sports and all wildlife.

"We would be very grateful for your co-operation, which we are sure of, knowing the great comradeship shown us English by our Canadian brothers, so thanking you for your kind consideration, and in the hopes of an early reply,
we are,

Yours very sincerely,

Signed: Prudence Fitz-alan Howard and Peter K. Mason. "

NATIONAL HEALTH WEEK

The dates of National Health Week have just been announced and they are as follows:

JANUARY 29 to FEBRUARY 4, 1950.

Once again, our teachers are urged to make a special drive on the teaching of health and health habits and, if possible, to arrange a small concert featuring health plays and songs during this week.

See your Indian Health Services nurse or doctor, if you are fortunate enough to be stationed near one of them, and co-operate with them in this matter of Health Week.

Not only will they have valuable ideas for you but arrangements might be made to have them visit your school during this week and give the children a short talk on essential health habits and practices.

HOCKEY

In the Toronto Globe and Mail on April 19 appeared the following item:

"National Hockey League scouts have been favourably impressed by the showing of the Carnier Residential School hockey squad, first all-Indian team organized in Ontario. The eager band played a dominant role in minor league action in the north country this season. The juvenile aggregation were the kingpins in the North Shore of Algoma and put up a great battle against the stronger Sault Ste. Marie champions.

"The success of the Garnier team just didn't happen over-night. It has been the hard work of the Fathers of the school and their faith in the lads that has led to the present high calibre of play. At the outset it was a hard struggle moulding the lads into smooth well-organized players. But the hard work has paid off. The squad chalked up a creditable record of 22 wins and four defeats.

"One of the main reasons for the success of the Varsity squad is the stress laid on well-organized intra-mural competition. The youngest student is encouraged to take up sport and it is a great honour for the boys to make the top team. It has been this incentive to win the honour of a varsity letter that has made these Indian boys into coming stars.

"Big league scouts are not missing any bets and have their eyes on four lads who showed outstanding ability this season. Julius Neganigijig has been a tower of strength all season. Maxie Simon has been the big point-getter this season. He played a brilliant game against the Soo when he scored four goals. Eli Commanda and Rudy Ryce are two boys who have impressed hockey fans."

The prediction in the Globe and Mail has since proven correct. Maxie Simon has been signed up for a try-out with the farm system of the Detroit Red Wings. Frank Commanda was also tried out with one of the Detroit farm teams.

They are now back at school and next year will both go to Windsor to try out with the junior team there. Congratulations to the Spanish Residential School in the development of such a fine calibre of athletes!

13. SOUTHERN ONTARIO INDIAN SCHOOL TEACHERS' CONVENTION.

The annual convention of this group of Indian teachers in Southern Ontario was held on October 14 in the Walpole Island No. 1 Indian Day School. The roll call and introduction of new members was carried out by the President, Miss N. McMeans, Principal of the Walpole Island School.

Other discussions were led by Mr. Laing of Wallaceburg; Mr. A. J. Doucet of the Education Division, Indian Affairs Branch; by Inspector Smith of London and by Mr. E. Joblin, Principal of the Mount Elgin Indian School.

Election of officers for the ensuing year returned Mrs. N. Clemens of the Kettle Point Indian School as President, Mr. E. Joblin of the Mount Elgin Indian School as Vice President, and Mr. F. J. Dodson, Principal of the St. Clair Indian School at Sarnia as Secretary-Treasurer.

14. MANUAL TRAINING TEXT BOOKS

FIRST YEAR WOODWORK:

We are pleased to advise all our teachers of a work book which has recently been published entitled "FIRST YEAR WOODWORK". This work book has been prepared by Mr. A. J. Doucet, Supervisor of Vocational Training for the Education Division of the Indian Affairs Branch.

While primarily designed for manual training teachers, this book will also prove very helpful to day school teachers who are trying to carry out a small program in vocational training.

The work is divided into units called Job Sheets; each of which outlines the steps to be followed when performing a woodworking process. There are twelve such job sheets in all.

For example, job sheet No. 9 has for its project the making of a nail box or knife box. Under this is listed the materials, the tools and the procedures to be followed step by step. To accompany the book there are two pads, one called "Student Record Sheet" and the other "Complete Stock Bill Sheets". These are for use in schools in which there is a manual training instructor employed.

Schools with shop facilities should requisition now for a copy of the above book for each pupil with such quantities of the pads as would seem to be required by the number of pupils under instruction. Day school teachers should requisition for the work book and one of each of the pads. Remember that the purpose of this book is to help teachers who did not have an opportunity to learn how to teach woodwork.

APPLICATION FOR APPOINTMENT AS PERMANENT CIVIL SERVANT FOR THE
PURPOSES OF THE CIVIL SERVICE SUPERANNUATION ACT, 1924, AS AMENDED.

I, the undersigned, do hereby make application for appointment as a permanent
Civil Servant for the purposes of the Civil Service Superannuation Act, 1924,
as amended.

I was born at
on (date). I hold a permanent
..... teaching certificate
(type of certificate)
No. granted by the Province of
..... and dated I have taught Indian children at
the schools listed below:

<u>Name of Indian Day School</u>	<u>Years of Service</u> <u>(10 month year)</u>
.....
.....
.....
.....
(give further details on back of page)	

In World War (I or II) I had months' overseas
service in the Armed Forces of Canada.

I understand that it will be necessary for the Indian Affairs Branch
to carefully consider the School Inspectors' and Indian Agents' reports sub-
mitted upon my work and that these reports must be judged as satisfactory
before my application can be submitted further.

I attach the following documents as required by the Civil Service
Superannuation Act:

Proof of Age

Note:- Those who are recommended for permanent appointment will later be
required to submit a medical examination report.

.....
(Signature of Applicant)

Teacher at
Indian Day School.

Comments and Signature of Indian Superintendent.

Comments and Signature of Regional Supervisor or Commissioner.